




# Curriculum Information

## Art



### What I learn about in the curriculum...

Year		Topics	 How does this build on from previous learning?	The key concepts we cover
7	Autumn term	Foundation Skills – Formal Elements.	<p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Students to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Students to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Students learn about great artists, architects and designers in history that have links with the techniques learnt.</p>	<ol style="list-style-type: none"> <li>1. A range of techniques to record observations as a basis for exploring ideas.</li> <li>2. A range of Art media, including painting.</li> <li>3. Increase control in the handling of different materials.</li> <li>4. Analysis and evaluation of artwork to develop ideas.</li> <li>5. Knowledge of an aspect of history of art.</li> </ol>
	Spring term	Media and Techniques – Sgraffito. Mono-printing. Wax resist.	<p>The formal elements of shape, proportion, tone, line and colour are practised and applied through new drawing techniques.</p> <p>Media previously introduced is now used in the development of new and different techniques and processes to create new art work.</p>	
	Summer term	Painting. Andy Warhol's work	<p>This artist is regularly used in KS2 and his approach is studied to create new pop art style art work.</p> <p>New drawing techniques such as reversal/sgraffito, mono printing and resist work are introduced.</p>	
8	Autumn term	Pattern in African Art. Pattern in Indian Art.	<p>The formal element of pattern is studied at KS2. This project develops the concept of pattern through two different cultures.</p> <p>Studying the cultures develops student's knowledge of art history.</p>	<ol style="list-style-type: none"> <li>1. A range of techniques to record observations as a basis for</li> </ol>

	Spring term	Organic Forms – Insects, Flowers and Leaves.	The drawing elements studied in year 7 are revisited and used in more challenging art work as in the media studied. Other media and drawing techniques are introduced such a mixed media, painting and pen work	exploring ideas. 2. A range of Art media, including painting. 3. Increase control in the handling of different materials.
	Summer term	3D – clay tiles. Ceramic artefacts.	The formal elements of shape, line and form are developed through the introduction of working in low relief with clay.	4. Analysis and evaluation of artwork to develop ideas. 5. Knowledge of an aspect of history of art, craft and design.
9	Rotation	Food – Exploring artists’ work – Sarah Graham. Hailey Herrera, Keith Witmer Painting and drawing.	The formal elements of shape, proportion, line, colour, tone and composition are the foundation for drawing a more challenging and complicated series of images. History of Art is developed through the study of two contemporary painters that use different techniques and an illustrator develops student’s knowledge of pen work. Media is used on different scales using new techniques.	1. A range of techniques to record observations as a basis for exploring ideas. 2. A range of Art media, including painting. 3. Increase control in the handling of different materials. 4. Analysis and evaluation of artwork to develop ideas. 5. Knowledge of an aspect of history of art.

10	Autumn 1	<p>GCSE Foundation Units.</p> <p><u>Unit 1. Portraits – Drawing.</u></p> <p>Portraits through time and their purpose.</p> <p>Facial proportions and features explored through a range of media and techniques.</p>	<p>Alternative drawing techniques with media experienced previously and with new media such as charcoal and pen wash. previous techniques such as oil pastel drawing, pen work is developed through working on more sophisticated images/compositions.</p> <p>New artists are introduced with reference made to previous artists/art movements.</p>	<p><b>Develop.</b></p> <p>Ideas developed with reference to sources.</p> <p><b>Refine.</b></p> <p>Refinement with relevant selection of media, techniques and processes.</p> <p><b>Record.</b></p> <p>Ideas, observations and insights recorded with links to outcomes.</p> <p><b>Present</b></p> <p>A personal response to realise intentions.</p> <p>Visual language and use of the formal elements.</p>
	Spring 1	<p><u>Unit 2. Environment – Painting.</u></p> <p>Painting techniques through the study of different artists.</p> <p>Recording from observation through the study of interior and exterior environments.</p>	<p>Formal elements are re-enforced and more sophisticated outcomes are expected.</p> <p>Perspective is introduced and more sophisticated painting techniques explored and linked with artists techniques and approach, therefore building knowledge of art history in a practical way.</p>	
	Summer 1	<p><u>Unit 3. Celebration. Printmaking</u></p> <p>Culture, celebrations, symbolism and meaning.</p> <p>Creating images with a celebration theme through print-making</p>	<p>Mono printing is learnt In year 7, block printing and stencil printing is introduced to increase students knowledge of this media and processes.</p> <p>Formal elements, media control and links with print makers develop students knowledge, skill and understanding further.</p>	
11	Autumn	<p>GCSE Coursework Portfolio. - GCSE Set Task.</p> <p>Create a portfolio of artwork on a personal theme within one of four topics, namely, Reflections, Home, Organic Forms or Man-Made Forms.</p> <p>Recording from observation.</p> <p>Explore approaches through preliminary ideas.</p> <p>Developing original images.</p> <p>The creation of a large-scale final piece of art work.</p>	<p>The year 11 coursework portfolio is a culmination of all knowledge and skills learnt throughout KS3 &amp; year 10.</p> <p>Students make personal responses showing their knowledge of the use of the formal elements, media techniques, and processes with links to expert practitioners.</p> <p>Students choose how they want to interpret a theme and which media they want to respond in, demonstrating independence.</p> <p>New avenues can still be explored and developed also to extend their knowledge and skills.</p> <p>When recording students use all knowledge concerning the use of the formal elements.</p> <p>When developing and refining ideas students build on their knowledge of artists and the use of media, techniques and processes.</p> <p>When presenting students create personal, final outcomes that are the result of all previous learning.</p>	<p><b>Develop.</b></p> <p>Ideas developed with reference to sources.</p> <p><b>Refine.</b></p> <p>Refinement with relevant selection of media, techniques and processes.</p> <p><b>Record.</b></p> <p>Ideas, observations and insights recorded with links to outcomes.</p> <p><b>Present.</b></p> <p>A personal response to realise intentions.</p> <p>Visual language and use of the formal elements.</p>

	Information
Personal Development within the Curriculum	In Art students develop their ability to evaluate, make judgements and give opinions about their work. The subject helps to build self-esteem, confidence and self-reliance. Examples of careers with an art qualification are on display in classrooms and links are made to practical work where appropriate. The themes studied in Art allow students to explore the world around them and develop their creativity. Art also focuses on self-expression and problems solving which in turn builds resilience and the ability to be flexible and adapt to different challenges.
Extra Curricular Opportunities	<ul style="list-style-type: none"> <li>• External visit to Art Galleries</li> <li>• Artist workshops</li> </ul>
Assessment	<p><b>Key Stage 3</b> Practical skills, knowledge and understanding. Knowledge and practical application of the formal elements and control of a range of media.</p> <p><b>Key Stage 4</b></p> <ul style="list-style-type: none"> <li>- <b>Component 1: Coursework Portfolio.</b> Students produce a portfolio of practical work showing their personal response to a set starting point, brief.</li> <li>- <b>Component 2: Externally Set Task.</b> Students respond to one of five themes, each with a range of starting points. Students research, plan and develop ideas which they must then realise within the ten-hour supervised time period.</li> </ul> <p><i>Both components are internally assessed and externally moderated.</i></p>
Qualification Information	OCR GCSE Art and Design: J171 Fine Art. Website link: <a href="https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016">https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016</a>

Ways to Support your Child in  
this subject

Please check that homework has been completed to a good standard and it is handed in on time.

A visit to an Art gallery.

Encouragement to collect visual resources to work from.

Encouragement to visit gallery websites to explore different types of Art.

Useful websites.

<https://www.tate.org.uk>

<https://www.nationalgallery.org.uk>

<https://www.npg.org.uk>

<https://www.bbc.co.uk/bitesize/subjects>

<https://www.birminghammuseums.org.uk/bmag>